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common forms of applications, and, in addition, brings out a large number of methods less commonly known, especially in the use of parabola and certain higher curves in deriving graphic solutions of equations. The book should be of the utmost value to high-school teachers, not so much in supplying material to give to high-school pupils, as in furnishing that self-illumination and reserve power which contribute so largely to a teacher's effectiveness, and which, in unseen ways, tend to arouse and sustain interest and enthusiasm in the pupils.

High School Algebra. By J. H. TANNER, PH.D. New York: American Book Co., 1908. Pp. vi+346. \$1.00.

This text covers substantially the same ground as the author's *Elementary Algebra*, but presents a briefer and simpler treatment of the topics.

An important feature of the book, which is to be commended, is the placing of a chapter on quadratic equations *before* the chapter on radicals and imaginaries, and the theory of exponents. The fact that this is done, as the author says, on the request of prominent mathematics teachers, is an emphatic indication of the present tendency among thoughtful teachers to postpone more of the abstract manipulation till later in the course, and to put the whole subject of equations earlier. When this is done some of the richest applications of algebra are put within reach of the pupil in the first year of the course, whereas, if radicals, exponents, and imaginaries come early, the interesting and useful problems in quadratics are crowded out, and the pupil either never sees them, if he leaves school after one year, or else he may become discouraged with the overdose of abstract manipulation and drop out of algebra with disgust as soon as the absolute requirements of the curriculum will permit. The same argument which justifies postponement of formal radicals, exponents, and imaginaries till after quadratics would also postpone much of the complicated work in factoring and fractions, thus allowing the pupil to get interested in the *use of algebra* for solving problems at a still earlier period.

The form and style of this text are a great improvement over the author's *Elementary Algebra* for the use of the beginner in the high school. Many teachers will possibly feel that if the graphic work is worth introducing at all, it should be developed in connection with simultaneous equations instead of separately in a much later chapter.

H. E. SLAUGHT

THE UNIVERSITY OF CHICAGO

American History for Use in Secondary Schools. By ROSCOE LEWIS ASHLEY. New York: Macmillan, 1907. Pp. xxxv+557+xlvi.

This is an admirable textbook for secondary schools. The proportions are very just. The halfway mark falls immediately after the formation of the federal government; military operations are condensed into a very short space, the Civil War taking only thirty pages; and an unusual amount of attention is given to social and economic changes. The text is remarkably free from error, and the author seems to be fully acquainted with the latest results of scholarship. At the same time he shows independence of judgment, as is illustrated by

his making 1843 the point of chapter division between the era of Jacksonian and of slavery politics.

From a pedagogical point of view it is equally good. The style is clear and analytical, the paragraphs are given titles, and references are indicated in the margin. At the end of each chapter is a summary, and valuable suggestions follow, giving "topics" with brief bibliographies, "studies" with single references and questions. The index is good, and the appendix gives much useful material.

The illustrations consist largely of portraits, which perhaps make up for the somewhat too slight attention paid to personality. There are many maps, some very good, but others carelessly selected or constructed. The map of territorial changes in 1713 (p. 91) contains errors; that of the railways of the South (p. 400), although, apparently, referring to the Civil War period, really gives a much later condition; that of the restriction of Confederate territory (p. 428) creates a false impression.

The account of the last thirty-five years is dry and lacking in the grasp and perspective which distinguish the earlier portions. There is, moreover, throughout, a failure thoroughly to correlate the social and economic with the more conventional material. These, however, are weaknesses only when looked at from the point of view of the perfect textbook, for these problems have never yet been handled with entire success, and I must repeat, in conclusion, my great appreciation of a very satisfactory book.

CARL RUSSELL FISH

THE UNIVERSITY OF WISCONSIN

Atlas of European History. By EARLE W. DOW, Junior Professor of History in the University of Michigan. New York: Henry Holt & Co., 1907. Price, \$1.50.

The need of a good historical atlas for American schools has long been felt and all teachers will therefore be delighted with the collection of maps Professor Dow has made. He has relied mainly upon the larger standard atlases in German and French, but has also consulted other sources in the form of documents, maps, articles, and books. While the work is not faultless, it is a very creditable and valuable undertaking and should greatly stimulate the study of place in connection with the development of history.

The work in history would undoubtedly be vastly improved if every student could have in his hands such an atlas as this from the very beginning of his historical course and use it continuously. The price is so low that this should not be impracticable.

The atlas consists of thirty-two plates, some giving but a single double-page map, while others have four or five smaller maps. The maps illustrate the history of every important people and period in history—a very happy and well-balanced selection being made. Many of the maps are colored, others are in black and white. The colors might be a little brighter for an atlas should tempt and please the eye as well as supply accurate geographical data. One might also criticize the absence of maps showing the physical features of countries in some striking way, such as by the use of the relief scheme. Thus the importance of the Nile or the Tigris-Euphrates valley, or of the Mediterra-